

## DBQ 12: The Industrial Revolution: Beginnings

### **Historical Context:**

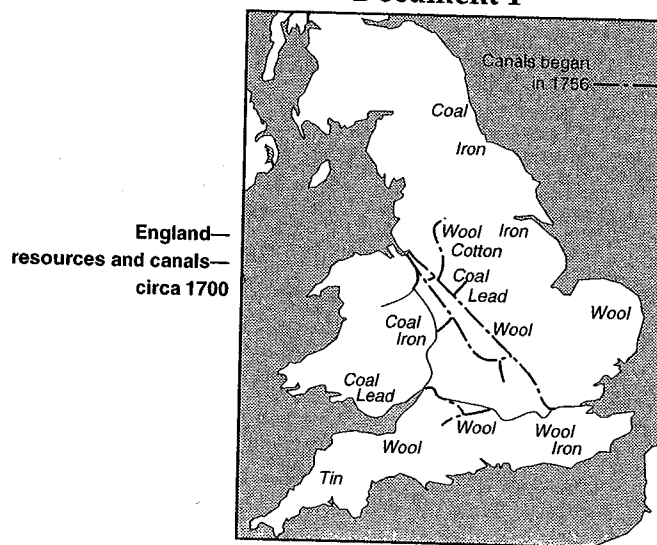
The Industrial Revolution refers to the greatly increased output of machine-made goods that began in England in the 1700's within the textile industry. Before the Industrial Revolution, people wove textiles by hand. Beginning in the middle of the eighteenth century, machines did this and other jobs as well. Greatly improved farming methods resulted in an agricultural revolution that paved the way for changes in manufacturing techniques. There were many reasons why the Industrial Revolution began in England and then spread to continental Europe and North America.

- ◆ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:
1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
  2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions which follow each document.
  3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
  4. Organize supportive and relevant information into a brief outline.
  5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

**Question:** *Why did the Industrial Revolution begin in England?*

- ◆ **Part A:** Examine each document carefully, and answer the questions that follow.

### Document 1



## DBQ 12: The Industrial Revolution: Beginnings *(continued)*

According to the map, what resources did England have that were needed for industrialization?

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### Document 2

This excerpt is from a witness's description before the Factory Commission in 1833.

You have been a witness of the operative [working] class in these parts; you have seen it grow from nothing into a great body in the space of a few years: how was it recruited? . . . A good many from the agricultural parts . . . People left other occupations and came to spinning for the sake of the high wages.

Why were factory workers available? \_\_\_\_\_

\_\_\_\_\_

### Document 3

The following excerpt from Adam Smith's *Wealth of Nations* written in 1776 describes the assembly line used in factories.

I have seen a small manufactory [factory] of this kind where ten men only were employed, and where some of them performed two or three distinct operations. . . . They could . . . make among them . . . upwards of 48,000 pins in a day. . . . But if they had all wrought [worked] separately and independently . . . they certainly could not each of them have made twenty . . . in a day.

According to Smith, why were workers in a factory so productive? \_\_\_\_\_

\_\_\_\_\_

### Document 4

Here is an excerpt from *Landmarks in English Industrial History*, a book written by George Warner in 1899 (London: Blackie and Son, 1924).

England . . . has been fortunate in possessing the natural conditions necessary to success. . . . We recognize that England is rich in these advantages, that she has coal and iron lying close together, that her sheep give the best wool, that her harbors are plentiful, that she is not ill-off for rivers, and that no part of the country is farther than seventy miles from the sea.

How did geography help England industrialize? \_\_\_\_\_

\_\_\_\_\_



**DBQ 12: The Industrial Revolution: Beginnings** *(continued)***Document 5**

This excerpt is from *The Industrial Revolution* by Thomas S. Ashton (Oxford University Press, revised edition, 1962).

... systematic thought lay behind most of the innovations in industrial practice. Invention ... rarely thrives in a community of simple peasants or unskilled manual laborers: only when division of labor has developed ... does it come to harvest. The stream of English scientific thought was one of the main tributaries [causes] of the industrial revolution ... discoveries in different fields of activity were linked together. ...

How did innovation lead to the Industrial Revolution in England? \_\_\_\_\_

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**Document 6**

Changes in textile machinery		
Inventor	Invention	Importance
John Kay	flying shuttle	Increased speed of weaving
James Hargreaves	spinning jenny	Spun 8–10 threads at a time; used at home
Richard Arkwright	water frame	Large spinning machine driven by water in factory
Edward Cartwright	power loom	Water powered; automatically wove thread into cloth
Eli Whitney	cotton gin	Separated seed from raw cotton

Which three inventions were most important in increasing textile production? Explain your answer.

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*(continued)*

Name \_\_\_\_\_

Date \_\_\_\_\_

## DBQ 12: The Industrial Revolution: Beginnings (continued)

### Document 7

Changes in agriculture		
Inventor	Invention	Importance
Jethro Tull	horse-drawn seed drill	Planted seeds in straight rows
Robert Blakewell	stock breeding	Improved quality of animals to produce more meat, milk, and wool
Cyrus McCormick	mechanical reaper	Made grain harvesting easier

What was the result of these changes in agriculture in England? \_\_\_\_\_

### Document 8

The following excerpt is from *The Farmer's Tour Through the East of England* by Arthur Young, 1771.

As I shall leave Norfolk, it is proper to give a review of the farming methods which have made . . . this country so famous in the farming world. . . . The great improvements have been made by the following methods.

By enclosing without the help of Parliament

By the introduction of a four year rotation of crops

By growing turnips, clover, and rye grass

By the country being divided chiefly into large farms

How did these four changes in agriculture enable England to industrialize more easily? \_\_\_\_\_

### Document 9

This excerpt is from *The Industrial and Commercial Revolutions in Great Britain During the Nineteenth Century* by L.C.A. Knowles (E. P. Dutton & Co., 1921).

When one realizes the thousands of internal tariffs that obstructed [slowed down] traffic in Germany up to 1834 and the innumerable tolls and charges that hindered trade in France before 1789 . . . it is clear that the political and economic freedom in England was one of the causes of her industrial expansion.

What were two reasons cited by Knowles to explain industrialization in England? \_\_\_\_\_

### ◆ Part B—Essay

*Why did the Industrial Revolution begin in England?*



## Grading Key

## Teacher Guide Page

### Document 1

According to the map, England had the resources needed for industrialization. These included coal, iron, and lead. They also had wool. Canals connected the rivers to the seacoast so that products could be transported easily.

### Document 2

This excerpt indicates that there were adequate workers for the factories. Workers came from rural areas since fewer workers were needed there. They also came to the cities because they wanted the "high wages."

### Document 3

Adam Smith described the advantage of a factory where 10 men produced 48,000 pins in a day due to specialization of labor. Each man performed specific tasks. This was more productive than if they worked separately.

### Document 4

England had the resources and conditions needed for industrialization: coal and iron; sheep with the best wool; many harbors, rivers, and seaports.

### Document 5

England had the men with technical and scientific knowledge. They were able to make the necessary inventions and discoveries.

### Document 6

The table shows the important inventions in textile machinery. For example, the flying shuttle increased the speed of weaving. The power loom automatically wove thread into cloth. The cotton gin separated seeds from raw cotton quickly. All these inventions increased textile production.

### Document 7

The table shows important changes in agriculture. The drill and the reaper made it possible to increase food production and decrease the number of farmers needed to produce the food. Consequently, there were more workers available for factory jobs.

### Document 8

Arthur Young, who traveled in England at the time, identified the following methods as responsible for the great improvement in farming: enclosing of fields, creation of larger farms, crop rotation, and the planting of crops that replenish nutrients in the soil.

### Document 9

There were no internal tariffs to block trade.

## Additional Information Beyond the Documents

The documents provide students with only fragments of evidence. Answers should include relevant information from beyond the documents—information that students have learned from their classroom study. The following list suggests some of the information that students might include in their essays from outside learning.

Reasons why industrialization began in England: natural resources, capital, markets, workers,  
positive governmental policies, transportation, power sources  
Agricultural Revolution—Enclosure Acts  
Inventions/Technology

**DBQ 13: The Industrial Revolution: Effects****Historical Context:**

The Industrial Revolution which began in England in the late 1700's had a wide range of positive and negative effects on the economic and social life of the people of England. These results have been interpreted from a variety of perspectives—the factory workers, the factory owners, the government, and others who observed the conditions in industrial cities at the time.

◆ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions which follow each document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

**Question:** *Evaluate the positive and negative effects of the Industrial Revolution.*

◆ **Part A:** Analyze the following documents that describe the effects of the Industrial Revolution and answer the questions that follow.

**Document 1**

The following is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.

Sadler: What is your age?  
Cooper: I am eight and twenty.  
Sadler: When did you first begin to work in mills?  
Cooper: When I was ten years of age.  
Sadler: What were your usual hours of working?  
Cooper: We began at five in the morning and stopped at nine in the night.  
Sadler: What time did you have for meals?  
Cooper: We had just one period of forty minutes in the sixteen hours. That was at noon.  
Sadler: What means were taken to keep you awake and attentive?  
Cooper: At times we were frequently strapped.  
Sadler: When your hours were so long, did you have any time to attend a day school?  
Cooper: We had no time to go to day school.  
Sadler: Can you read and write?  
Cooper: I can read, but I cannot write.

(continued)

Document-Based Assessment  
Activities for Global History Classes



**DBQ 13: The Industrial Revolution: Effects** *(continued)*

Does this testimony describe positive or negative effects of the Industrial Revolution? \_\_\_\_\_  
Describe the effects of industrialization on children working in the factory. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Document 2**

Here is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

Sadler: What is the nature of your illness?

Hebergam: I have damaged lungs. My leg muscles do not function properly and will not support the weight of my bones.

Sadler: A doctor has told you that you will die within the year, is that correct?

Hebergam: I have been so told.

Sadler: Did he tell you the cause of your illness?

Hebergam: He told me that it was caused by the dust in the factories and from overwork and insufficient diet. . . .

Sadler: To what was his (your brother's) death attributed?

Hebergam: He was cut by a machine and he died of infection.

Sadler: Do you know of any other children who died at the R\_\_\_\_\_ Mill?

Hebergam: There were about a dozen died during the two years and a half that I was there. At the L\_\_\_\_\_ Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip the flesh was ripped up the same as it had been cut by a knife. His hand was bruised, his eyes were nearly torn out and his arms were broken. His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live.

Sadler: Did the accident occur because the shaft was not covered?

Hebergam: Yes.

Does this testimony describe positive or negative effects of the Industrial Revolution?

What effect did the working conditions have on the workers? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## DBQ 13: The Industrial Revolution: Effects *(continued)*

### Document 3

This excerpt is from *The Philosophy of Manufactures* by Andrew Ure, 1835.

I have visited many factories, both in Manchester and in the surrounding districts, and I never saw a single instance of corporal chastisement [beating] inflicted on a child. They seemed to be always cheerful and alert, taking pleasure in the light play of their muscles. . . . As to exhaustion, they showed no trace of it on emerging from the mill in the evening; for they began to skip about. . . . It is moreover my firm conviction [opinion] that children would thrive better when employed in our modern factories, than if left at home in apartments too often ill-aired, damp, and cold.

How does Andrew Ure describe the conditions in factories he visited? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Document 4

This excerpt is from *The Working Man's Companion* subtitled *The Results of Machinery, Namely Cheap Production and Increased Employment*. It was published in 1831.

You are surrounded, as we have constantly shown you throughout this book, with an infinite number of comforts and conveniences which had no existence two or three centuries ago and those comforts are not used only by a few, but are within the reach of almost all men. Every day is adding something to your comforts. Your houses are better built, your clothes are cheaper, you have an infinite number of domestic utensils. You can travel cheaply from place to place, and not only travel at less expense, but travel ten times quicker than two hundred years ago.

According to this author, were the effects of the Industrial Revolution positive or negative? Cite three details from the excerpt to support your answer. \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_

*(continued)*





## DBQ 13: The Industrial Revolution: Effects *(continued)*

### Document 5

This description is from a pamphlet published in 1797 by the Society for Bettering the Condition and Increasing the Comforts of the Poor.

The village contains about 1500 inhabitants, of whom all who are capable of work are employed in and about the mills. Of these there are 500 children who are entirely fed, clothed, and educated by Mr. Dale. The others live with their parents in the village and have a weekly allowance for their work. The healthy appearance of these children has frequently attracted the attention of the traveler. Special regulations, adopted by Mr. Dale, have made this factory very different from the others in this kingdom. Out of the nearly 3000 children employed in the mills from 1785 to 1797, only fourteen have died.

What benefits were provided to people of this village? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Document 6

This excerpt, from *Manchester in 1844*, was written by Leon Faucher (Frank Cass & Co. Ltd., 1969) after his visit to English factory towns.

The little town of Hyde was at the beginning of the century a little hamlet of only 800 people, on the summit of a barren hill, the soil of which did not yield sufficient food for the inhabitants. The brothers Ashton have peopled and enriched this desert. . . . Mr. T. Ashton employs 1500 work people [in his factories]. The young women are well and decently clothed. . . . The houses inhabited by the work people form long and large streets. Mr. Ashton has built 300 of them, which he lets [rents] for . . . 75 cents per week. . . . Everywhere is to be observed a cleanliness which indicates order and comfort.

What did Leon Faucher observe when he visited Hyde? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*(continued)*



Name \_\_\_\_\_

Date \_\_\_\_\_

## DBQ 13: The Industrial Revolution: Effects *(continued)*

### Document 7

This excerpt from *The Conditions of the Working Class in England* was written by Friedrich Engels after he visited an English industrial city in 1844.

Every great town has one or more slum areas where the workers struggle through life as best they can out of sight of the more fortunate classes of society. The slums . . . are generally unplanned wildernesses of one- or two-storied houses. Wherever possible these have cellars which are also used as dwellings. The streets are usually unpaved, full of holes, filthy and strewn with refuse. Since they have neither gutters nor drains, the refuse accumulates in stagnant, stinking puddles. The view of Manchester is quite typical. The main river is narrow, coal-black and full of stinking filth and rubbish which it deposits on its bank. . . . One walks along a very rough path on the river bank to reach a chaotic group of little, one-story, one-room cabins. . . . In front of the doors, filth and garbage abounded. . . .

What did Engels observe as he visited an English industrial city? \_\_\_\_\_

\_\_\_\_\_

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Why did Engels focus on the negative results of industrialization? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Document 8

This table shows:

British Iron Production (1740–1900)	
1740	17,350 tons
1796	125,079 tons
1839	1,248,781 tons
1854	3,100,000 tons
1900	9,000,000 tons

Describe British iron production between 1740–1900. \_\_\_\_\_

\_\_\_\_\_

Is this a positive or negative effect of the Industrial Revolution? Explain. \_\_\_\_\_

\_\_\_\_\_

### ◆ Part B—Essay

*Evaluate the positive and negative effects of the Industrial Revolution.*



## Grading Key

## Teacher Guide Page

### Document 1

The testimony before the Sadler Committee provided information on child labor—William Cooper began work at age 10. He worked 16 hours a day with no time for school. The information is from the perspective of a person who worked in a factory and describes negative effects.

### Document 2

This testimony before the Sadler Committee discusses injuries and deaths due to unsafe machines at the factories. The dust in the factories, as well as overwork, led to damaged lungs for Joseph Hebergam. This description is a negative effect of industrialization.

### Document 3

In contrast to prior documents, Andrew Ure claimed to have visited many factories near Manchester where he saw happy children happily working. They are not exhausted after their work in the mill; rather they skipped home. In fact, Ure feels they are better off employed in the modern factories than at home in damp, cold apartments.

### Document 4

According to this author, most people had more comfortable lives with better homes, cheaper clothing, and easier travel.

### Document 5

This description of a model factory town describes how Mr. Dale provided for the care and education of 500 children who are employed in his mills. Mr. Dale's regulations ensured that the children were healthy and, as a result, only 14 had died in the 12 years prior to the study.

### Document 6

The author described the town of Hyde, which he visited in 1844. In this town Mr. Ashton, the factory owner, provided for his workers. He built houses that were rented to workers for 75 cents a week. The houses were very pleasant. As a result, everything seemed to be clean and orderly in this town which, otherwise, was a barren wasteland.

### Document 7

When Friedrich Engels visited Manchester, an English industrial city, in 1844, he found exactly the opposite conditions. The city had a slum area where the workers lived. Here the unpaved, filthy garbage-strewn streets were full of holes and stagnant water. The river was black with garbage floating on it. The houses were one-room shacks. Engels, who favored socialism, saw only negative results of industrialism.

### Document 8

British iron production increased rapidly from 17,350 tons in 1740 to 1,248,781 tons in 1839, and continued to rise. This is evidence of the industrialization of Britain.

## Additional Information Beyond the Documents

The documents provide students with only fragments of evidence. Answers should include relevant information from beyond the documents—information that students have learned from their classroom study. The following list suggests some of the information that students might include in their essays from outside learning.

The positive and negative effects of industrialization  
Increased productivity—mass production, growing middle class of factory owners, merchants, and shippers whose wealth increases, growth of industrial cities, unsafe working conditions in factories, pollution

Laws too !!!

**DBQ 14: The Industrial Revolution: Responses****Historical Context:**

The impact of the Industrial Revolution was a positive experience for some, but for others it was a time of great difficulty. Consequently, demands for reform and protection for workers arose. Governments and unions began to take action. Others advocated the overthrow of the capitalist system because of its inherent evils. They suggested socialism.

◆ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
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4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

**Question:** *How were the evils of the Industrial Revolution addressed in England in the eighteenth and nineteenth centuries?*

◆ **Part A:** Analyze the following documents that describe responses to the evils of the Industrial Revolution and answer the questions that follow.

**Document 1**

This excerpt is from the Combination Act of 1800, which hindered the growth of unions.

... that every workman ... who shall ... enter into any combination [union] to obtain an advance of wages, or to lessen or alter the hours ... or who shall, for the purpose of obtaining an advance in wages ... persuade, solicit, intimidate, or influence ... any workman ... to quit or leave his work ... shall be committed to ... jail. ...

How did the Combination Act of 1800 hinder the growth of unions? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(continued)



## DBQ 14: The Industrial Revolution: Responses *(continued)*

### Document 2

This excerpt, from "Solidarity Forever" by Ralph Chaplin, expresses his ideas about unions.

When the union's inspiration through the workers' blood shall run,  
There can be no power greater anywhere beneath the sun.  
Yet what force on earth is weaker than the feeble strength of one?  
But the union makes us strong.

According to this song, why should a worker join the union? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Document 3

This excerpt is from the Health and Morals Act of 1802.

The minimum age of employment shall be nine years.  
The working day for children under fourteen shall be limited to twelve hours.

What reform did this government legislation make? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Document 4

This excerpt is from the Factory Act of 1833.

Be it enacted that no person under 18 years of age shall be allowed to work in the night in or about any cotton, woolen, linen, or silk mill or factory, where steam, water, or any other mechanical power is used to work the machinery . . . no person under the age of 18 years shall be employed in any such mill or factory more than 12 hours in one day, nor more than 69 hours in any one week . . . his majesty [the king of England] shall appoint . . . inspectors of factories . . . where the labor of children under 18 years of age is employed.

How did the Factory Act of 1833 affect child labor? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*(continued)*



## DBQ 14: The Industrial Revolution: Responses *(continued)*

### Document 5

The following excerpt is from Adam Smith's *The Wealth of Nations*, 1776.

The sole purpose of all production is to provide the best possible goods to the consumer at the lowest possible price. Society should assist producers of goods and services only to the extent that assisting them benefits the consumer . . . he intends his own gain; and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention . . . By pursuing his own interest, he frequently promotes that of the society. . . .

According to Adam Smith, what should the role of the government be in the economy?

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### Document 6

This excerpt is from the Chartist petition to Parliament in 1838.

May it please your honorable house, to take our petition into your most serious consideration and . . . to have a law passed, granting to every male of lawful age . . . the right of voting for members of parliament, and . . . elections of members of parliaments to be by secret ballot. . . .

What were two changes suggested by the Chartists? \_\_\_\_\_

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*(continued)*



**DBQ 14: The Industrial Revolution: Responses** *(continued)***Document 7**

This excerpt is from the *Condition of the Working Class in England in 1844* by Friedrich Engels. In it he criticizes capitalism.

People regard each other only as useful objects; each exploits the other, and the end of it all is, that the stronger treads the weaker under foot, and that the powerful few, the capitalists, seize everything for themselves, while to the weak . . . the poor, scarcely a bare existence remains.

What are Engels' criticisms of capitalism? \_\_\_\_\_

\_\_\_\_\_

**Document 8**

Here is an excerpt from the *Communist Manifesto* written by Marx and Engels in 1848.

The Communists . . . openly declare that their ends can be attained [gained] only by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a communist revolution. The proletarians have nothing to lose but their chains. They have a world to win. Working men of all countries, unite!

What solution to the evils of capitalism did Marx and Engels recommend? \_\_\_\_\_

\_\_\_\_\_

**◆ Part B—Essay**

*How were the evils of the Industrial Revolution addressed in England in the eighteenth and nineteenth centuries?*



## Grading Key

## Teacher Guide Page

### Document 1

According to the Combination Act of 1800, anyone who joined a union to get higher wages or shorter work hours or tried to get fellow workers to stop work was engaged in illegal activities and could be sent to jail. This hindered the growth of unions.

### Document 2

This song urged workers to join the union, for there would be strength in numbers—in union membership.

### Document 3

In 1802, a law was passed that set the minimum age for workers at 9 years of age. The workday was limited to 12 hours for children under 14 years of age.

### Document 4

In 1833, the Factory Act set conditions of employment for workers under 18 years of age and provided for inspectors in factories employing children under 18. It said that no person under 18 years of age could work in a textile factory powered by mechanical power at night or for more than 12 hours a day.

### Document 5

Adam Smith, an advocate of laissez-faire capitalism, suggested that if producers freely pursue their own gain or interest, the economy and society will benefit along with the producer. Social harmony would result without government intervention. This would happen naturally, as if by an “invisible hand.”

### Document 6

In this petition to Parliament, the Chartists suggested all males have the right to vote. They also suggested a secret ballot be used in the elections for Parliament.

### Document 7

Engels, coauthor of the *Communist Manifesto*, pointed out the evils of capitalism that came with the Industrial Revolution. He saw the powerful few, the capitalists, exploiting or taking advantage of the weaker workers for their own profit.

### Document 8

In the *Communist Manifesto*, Marx and Engels predicted that the workers would join in a communist revolution. They would overthrow capitalism and establish a more equitable society through communism.

## Additional Information Beyond the Documents

The documents provide students with only fragments of evidence. Answers should include relevant information from beyond the documents—information that students have learned from their classroom study. The following list suggests some of the information that students might include in their essays from outside learning.

Adam Smith and laissez-faire capitalism

Karl Marx and scientific socialism, *Communist Manifesto*

Unionization and legislative reforms by English government